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ABSTRACT

This eleventh annual report provides a summary of Ohio's Title I activities for fiscal year 1976. Information presented includes basic statistics, participation trends, effectiveness of instruction, expenditure and staffing patterns, and parent involvement. Results of Title I operations during fiscal 1976 include the following: Of Ohio's 617 school districts, 97 percent conducted Title I instructional programs; Local school districts spent 55,763,605 dollars to provide Title I instruction and supportive services for 132,938 educationally disadvantaged children; Most Title I activities occurred in the regular school term; Of the students receiving Title I instruction during the regular school term, 96 percent were in grade six or below. The greatest concentration of pupils, sixty percent, was in kindergarten through grade three; A total of 5,532 nonpublic school pupils received Title I instruction during the regular term and 687 received summer term instruction; Title I participants are making significant gains in achievement; month per month improvement in reading was accomplished by 65 percent of all students. (Author/JM)

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Fiscal 1976

Eleventh Annual Evaluation
Title I, Elementary and Secondary
Education Act

ED142624

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Title I in Ohio

Eleventh Annual Evaluation
Title I, Elementary and Secondary Education Act
Fiscal 1976

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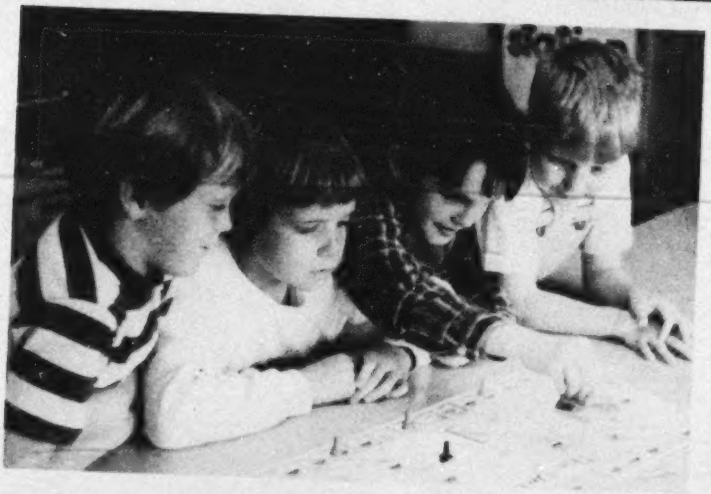
Title I Helps Children

Title I, the largest component of the Elementary and Secondary Education Act, authorizes a federally funded compensatory program for educationally disadvantaged children living in areas with high concentrations of low-income families. The legislation directs that priority educational needs of children in qualified attendance areas be identified and local programs designed to provide appropriate supplemental help.

Numerous surveys have indicated the need for an instructional boost in the areas of reading and mathematics. Tutoring has been recognized as a technique for helping some students. Preschool education has also been identified as a means of building solid foundations for future school experiences.

For eleven years, most school districts in Ohio have conducted Title I activities to help selected students who have fallen behind their classmates in reading. In some instances, mathematics instruction, tutoring, or preschool education has also been provided.

This eleventh annual report provides a summary of Ohio's Title I activities for fiscal 1976 (the 1975-76 school year and the summer that followed). Information presented includes basic statistics, participation trends, effectiveness of instruction, expenditure and staffing patterns, and parent involvement.



Fiscal 1976

Title I is working in Ohio! Evaluation data gathered annually in local school districts and compiled at the state level clearly lead to this conclusion. The following highlights provide supportive evidence and an overview of Title I operations during fiscal 1976.

Of Ohio's 617 school districts, 97 percent conducted Title I instructional programs.

Local school districts spent $55,763,605 to provide Title I instruction and supportive services for 132,938 educationally disadvantaged children.

Most Title I activities occurred in the regular school term, during which 93 percent of the students received instruction and 97 percent of all expenditures were made.

Due to the level of funding, only 28 percent of the students meeting the selection criteria were served.

Of the students receiving Title I instruction during the regular school term, 96 percent were in grade six or below. The greatest concentration of pupils, 60 percent, was in kindergarten through grade three.

A total of 5,532 nonpublic school pupils received Title I instruction during the regular term and 687 received summer term instruction.

Orphaned, neglected, and delinquent children receiving Title I instruction totaled 1,337 in the regular term and 512 in the summer.

Highlights

Highest priority for Title I services is given to reading. Eighty-five percent of all regular term participants and 79 percent of all summer term participants received instruction in this area.

Title I participants are making significant gains in achievement. Month per month improvement was accomplished by 65 percent of all students in the reading area.

Seventy-eight percent of all expenditures for the year were directed toward reading instruction. Nearly even in money expended were mathematics and preschool education, with 10 and 9 percent respectively.

Ninety-three percent of all expenditures for the year were for staff salaries and related fringe benefits.

School districts hired 3,140 teachers, on a full-time equivalent basis, to instruct Title I participants during the regular term. During the summer term, 838 teachers held staff positions on a full-time equivalent basis.

Title I teachers and supportive personnel spent 179,371 hours in inservice education sessions. That is 86 years of 40-hour weeks devoted to learning to help educationally disadvantaged children.

Parent advisory councils are an integral part of Title I. A total of 6,418 parents served on district-wide councils and 14,745 were on building-level councils.

Fiscal 1976 Basic Statistics

Statistics on district participation, scheduling patterns, student participation, and expenditures provide an overview of fiscal 1976 activities.

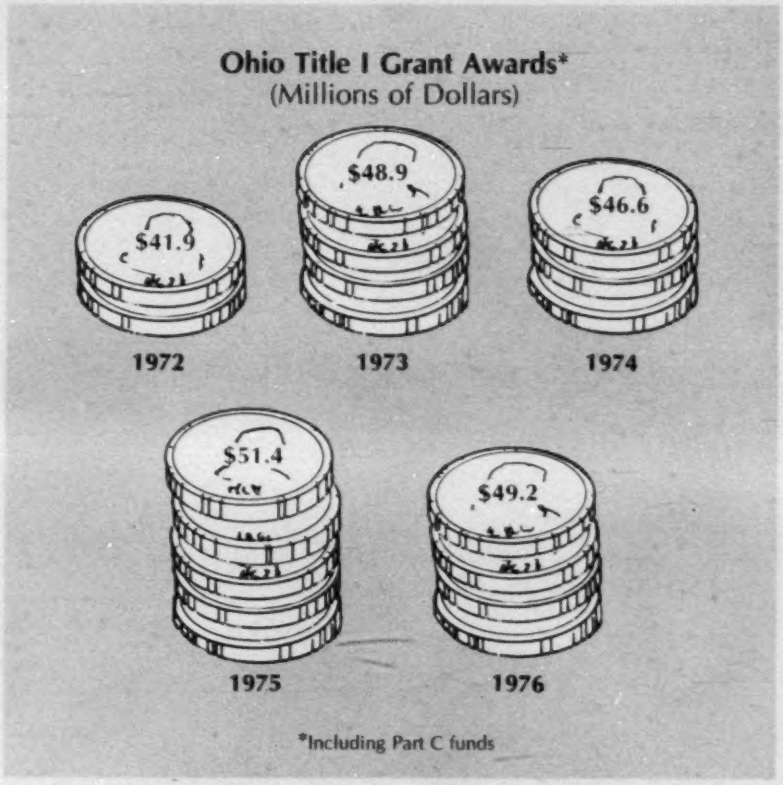
School District Participation	
Districts in Ohio	617
District participating in Title I	598
Scheduling Patterns	
Districts with regular term activities only	559
Districts with summer term activities only	7
Districts with both regular and summer term activities	32
Student Participation	
Participants in regular term activities only	117,351
Participants in summer term activities only	8,858
Participants in both regular and summer term activities	6,729
Total students participating in Title I activities	132,938
Expenditures of Title I Funds	
Regular term expenditures, fiscal 1976 funds	$38,759,783
Regular term expenditures, carryover funds	15,544,901
Summer term expenditures, fiscal 1976 funds	1,458,921
Total expenditures during fiscal 1976	55,763,605
Average Per Student Expenditures	
Regular term participation only	$438
Summer term participation only	94
Both regular and summer term participation	532

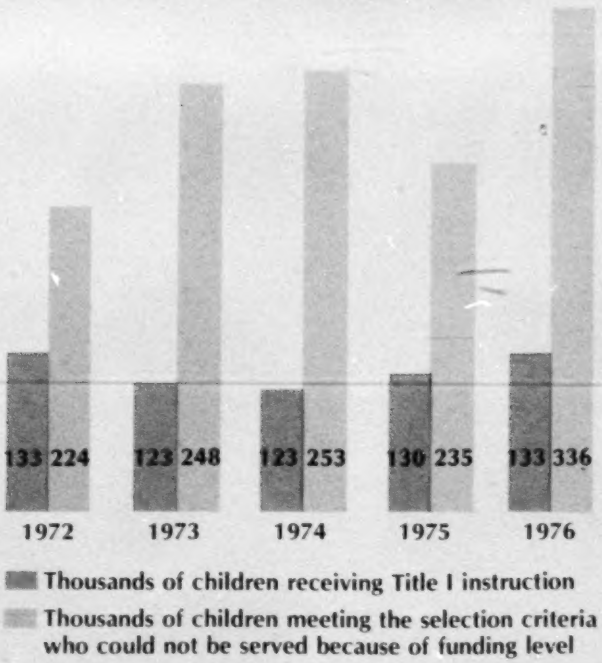
Five-Year Trends

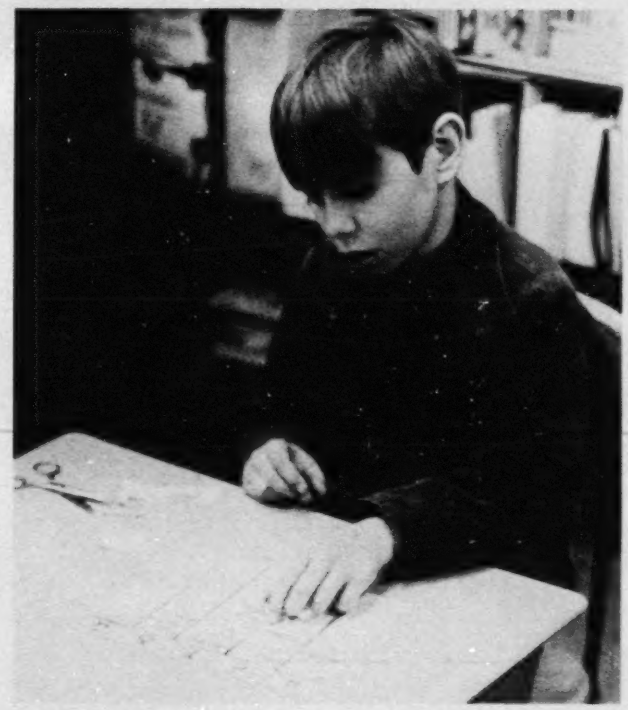
During the past five years, Ohio school districts have received over 238 million dollars to provide Title I instruction and related supportive services. This was sufficient money to serve an average of 128,000 children each year, but not nearly enough to help thousands of other children eligible for Title I participation.

In 1976, the state's grant award was decreased by more than two million dollars. However, because most districts had carryover funds available, the number of children receiving services increased by two percent.

Each local district assesses the instructional needs of all children eligible for Title I. Because of the level of funding, priorities must then be set and participants selected accordingly. Emphasis is placed on comprehensive instruction for a selected few rather than a little something for everyone. The remainder of this report deals with the 28 percent of all eligible children who received Title I services in 1976.







Student Participation

Most Title I activities in Ohio are conducted during the regular term and directed toward serving children in kindergarten through grade three. The 591 school districts providing Title I instruction during the regular term served 124,080 students. The 39 districts having summer term instruction served 15,587 students. Of these students, 6,729 participated both terms.

The grade level with the most participants at sometime during the year was grade two with 25,450 students. Grade three and grade one ranked second and third with 22,127 and 21,716 students respectively.

All Title I Students

Grade Ranges	Regular Term	Percent	Summer Term	Percent	Either or Both Terms	Percent
Preschool	5,478	4%	588	4%	6,066	4%
Kindergarten-Grade 3	73,858	60	6,392	41	76,558	58
Grades 4-6	39,913	32	3,699	24	40,826	31
Grades 7-12	4,831	4	4,908	31	9,488	7
Totals	**124,080**	**100%**	**15,587**	**100%**	**132,938**	**100%**

Nonpublic students who meet the local district's selection criteria and who reside in qualified attendance areas are considered for Title I participation. In fiscal 1976, a total of 5,532 nonpublic students received Title I instruction during the regular term. During the summer term, the number was 687. Of these students, 430 participated both terms.

Nonpublic Students

Grade Ranges	Regular Term	Percent	Summer Term	Percent
Kindergarten-Grade 3	2,848	51%	374	54%
Grades 4-6	2,201	40	252	37
Grades 7-12	483	9	61	9
Totals	**5,532**	**100%**	**687**	**100%**

Districts receive extra Title I dollars to help students in homes for orphaned, neglected, and delinquent children. In fiscal 1976, a total of 1,337 such students were involved during the regular term and 512 during the summer term. As the table indicates, high percentages of these students were in grades seven through twelve.

Orphaned, Neglected, Delinquent Students

Grade Ranges	Regular Term	Percent	Summer Term	Percent
Kindergarten-Grade 3	244	18%	100	19%
Grades 4-6	329	25	179	35
Grades 7-12	764	57	233	46
Totals	**1,337**	**100%**	**512**	**100%**

Instructional Areas

School districts overwhelmingly assign top priority to reading instruction. In fiscal 1976, nearly 105,000 students were involved during the regular term and more than 12,000 during the summer.

The second ranked area of instruction is mathematics. Over 12,000 students received mathematics instruction during the regular term.

Tutorial ranked third. Many of the students living in homes for orphaned, neglected, and delinquent children receive extra help in this area. Quite a few of the remaining students receiving tutorial services were in junior high or high school.

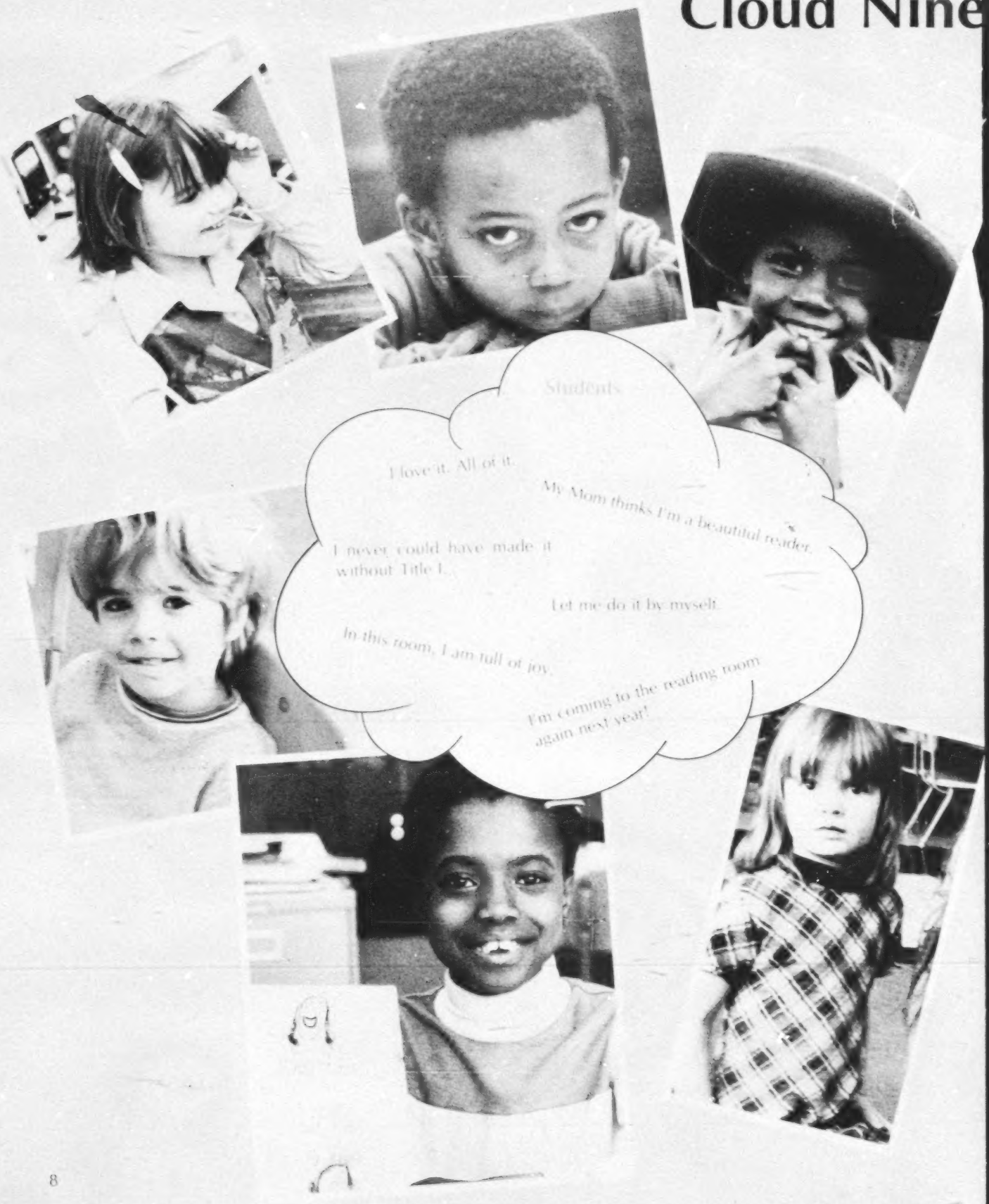
The fourth significant instructional area is preschool education. As noted below, over ten times as many youngsters were involved during the regular term as during the summer.

Percentages of participants involved in each instructional area provide a perspective beyond that of numbers. For example, of the 124,080 regular term participants, 85 percent received reading instruction. During the summer term, 79 percent of the 15,587 participants were involved in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 10 percent were involved in the regular term while 51 percent participated in the summer.

Instructional Areas	Regular Term		Summer Term	
	Participants in Area	Percent of All 124,080 Participants	Participants in Area	Percent of All 15,587 Participants
Reading	104,881	85%	12,336	79%
Mathematics	12,321	10	8,009	51
Tutorial	7,089	6	2,823	18
Preschool education	6,851	6	670	4
Other*	549		537	3

*Special education and vocational education

Cloud Nine


Students
I love it. All of it.
My Mom thinks I'm a beautiful reader.
I never could have made it without Title I.
Let me do it by myself.
In this room, I am full of joy.
I'm coming to the reading room again next year!

Quotations

Title I Teachers

I'm on Cloud Nine when a child advances.

When teaching clicks, the joy of reading takes hold.

Teaching Title I children is gratifying.

Discipline problems decrease when children gain self-confidence.

The parents were truly partners in education.

Parents

My involvement in Title I has made me a better parent.

The program is an asset in the school curriculum.

My son's attitude changed; he now likes reading.

Angie's stomachaches, headaches, and backaches disappeared.

I wish Sue could have Title I reading before third grade.

It's wonderful to have Bill in school where people care.

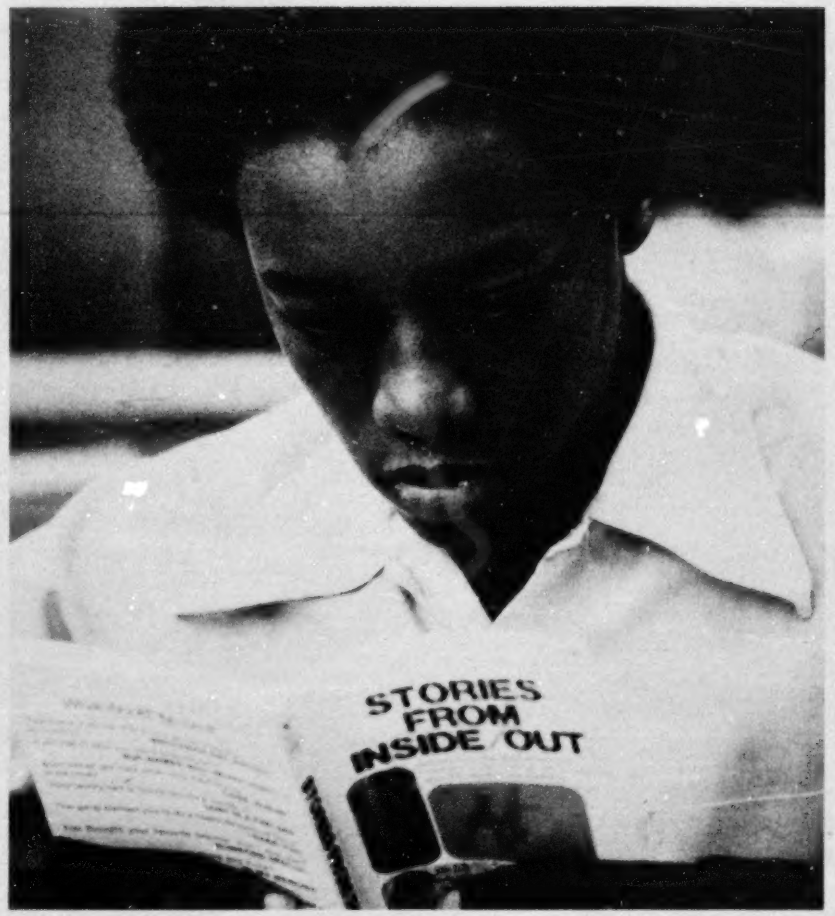
Effectiveness of Reading Instruction

To evaluate the effectiveness of Title I reading instruction, local schools use standardized tests to check students' skills when they begin instruction and again when instruction ends. Differences in test scores are reported as one of four degrees of change per 10 months of instruction: *marked improvement, improvement, some improvement, little or no improvement.*

Since most Title I instruction does not last exactly 10 months, local evaluators use a conversion table to prorate achievement gains made during participation of varying duration.

Using this procedure, 65 percent of the students receiving reading instruction showed a gain of 10 months or more.

Marked improvement was most significant at the preschool-kindergarten level. Steady improvement of 10 to 14 months gain per 10 months of instruction was most evident in grades one through three, the level where 60 percent of fiscal 1976 results were reported.



Gains in Reading

Gains Per 10 Months Instruction (Prorated as Necessary)	All Grade Ranges	Preschool-Kindergarten	Grades 1-3	Grades 4-6	Grades 7-12
Marked Improvement 15 months or more	42%	49%	41%	41%	45%
Improvement 10-14 months	23%	21%	25%	19%	17%
Some Improvement 5-9 months	19%	18%	20%	19%	15%
Little or No Improvement 4 months or less	16%	12%	14%	21%	23%
Pre- and Post-Test Results Reported	100,254	9,282	60,056	27,118	3,798

Effectiveness of Mathematics Instruction

Results on standardized tests are also used to evaluate the effectiveness of Title I mathematics instruction. Data for 14,502 students were reported. Of these, 67 percent achieved 10 months or more gain.

As gains in mathematics are studied, note that over 50 percent of the results reported were in grades four through six.

Only children who have diagnosed needs in the subject area are selected for the supplemental instruction provided by Title I. *Children making average and above average progress in the regular classroom setting are not eligible to participate.* These are key Title I guidelines and should be kept in mind as information about gains in mathematics and reading is studied.

Gains in Mathematics

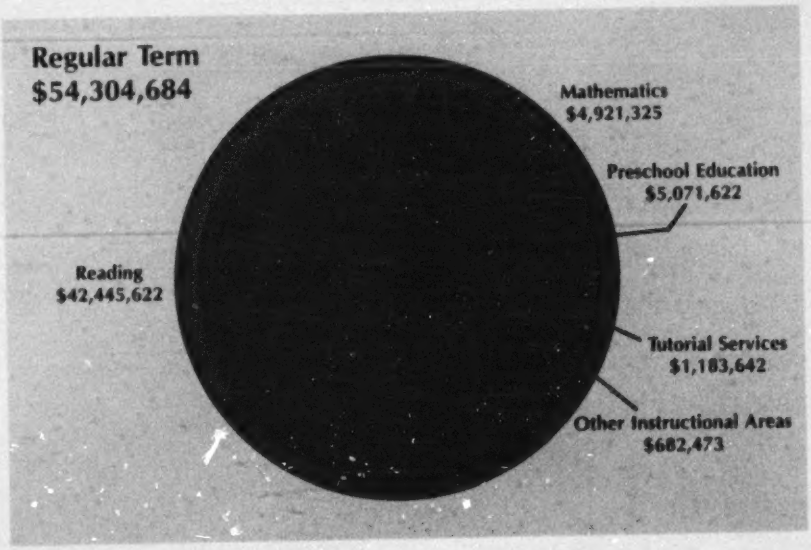
Gains Per 10 Months Instruction (Prorated as Necessary)	All Grade Ranges	Preschool-Kindergarten	Grades 1-3	Grades 4-6	Grades 7-12
Marked Improvement 15 months or more	50%	53%	45%	50%	56%
Improvement 10-14 months	17%	13%	20%	17%	9%
Some Improvement 5-9 months	17%	22%	19%	16%	11%
Little or No Improvement 4 months or less	16%	12%	16%	17%	24%
Pre- and Post-Test Results Reported	14,502	2,924	2,987	7,578	1,013

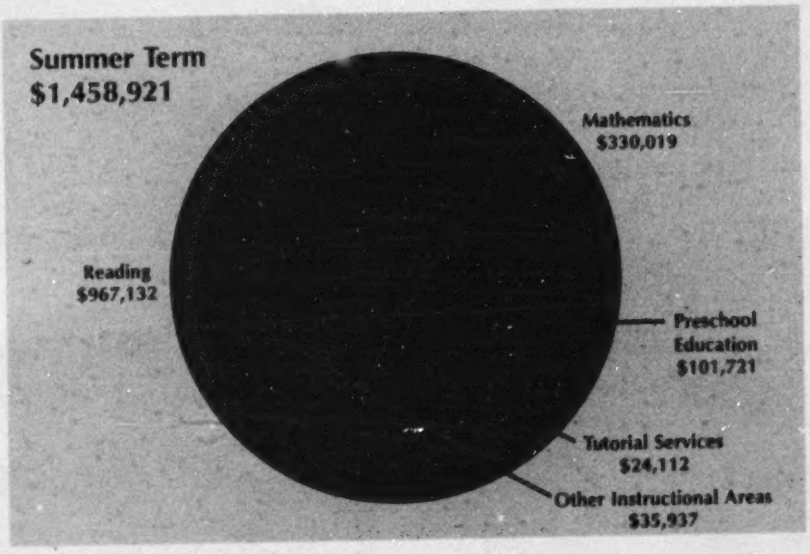
Expenditure Patterns

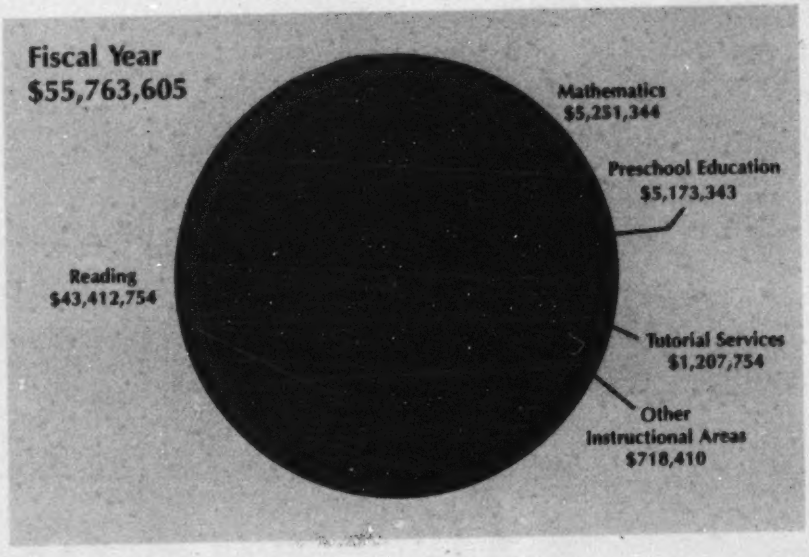
People trying to understand the size and scope of Title I want to know how the money is spent. One way is to look at expenditures within the various instructional areas. Expenditures reported for fiscal 1976 clearly indicate the importance placed on instruction in reading during both the regular and summer terms.

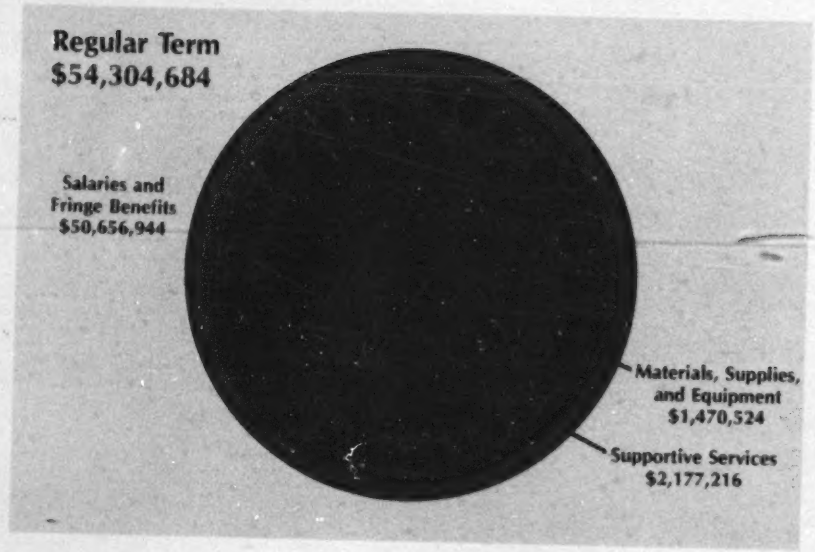
When expenditures within the various instructional areas are viewed as percentages, the importance placed on reading during the regular term is even more obvious. Expenditures during the summer term are more diversified, but a percentage increase is especially noticeable for mathematics. One reason is that the same student often receives help in reading and mathematics during the summer.

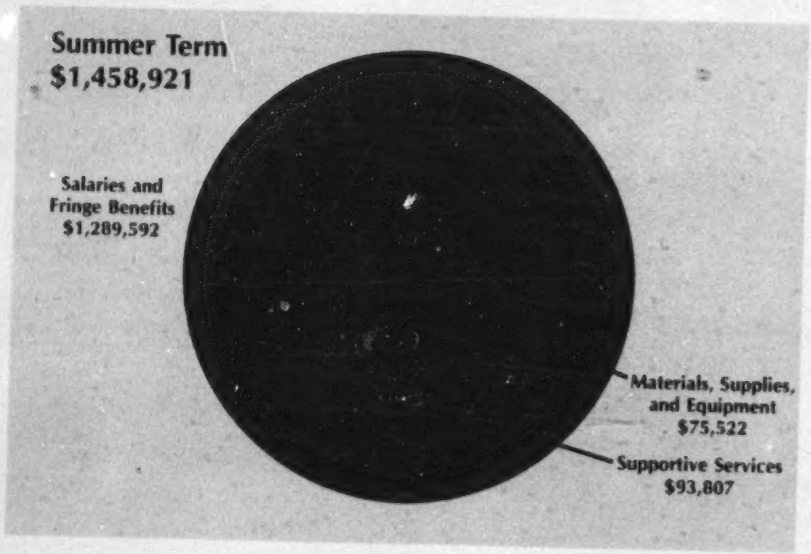
On a fiscal year basis, 78 percent of all expenditures were for reading. Mathematics ranked second with 10 percent and preschool education third with 9 percent.

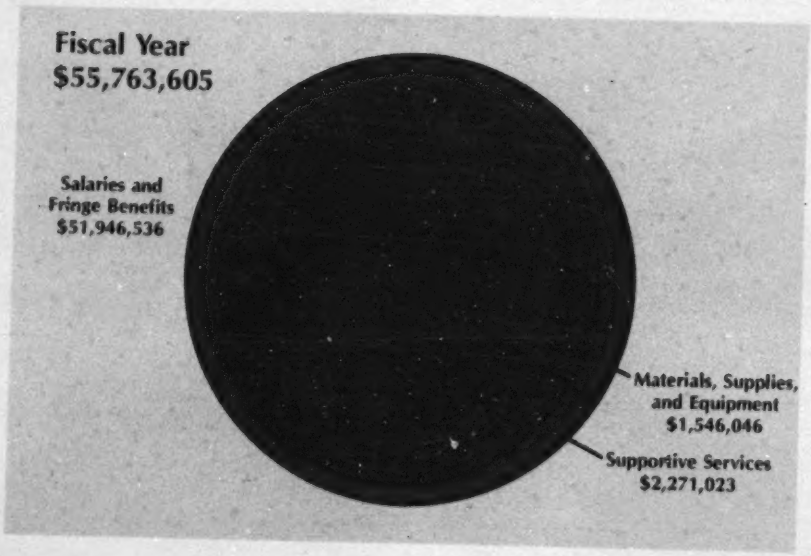








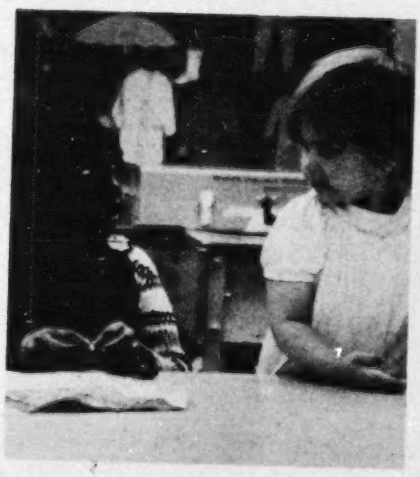




Expenditures can also be categorized by their use for salaries, materials, supplies, equipment, and supportive services. By far, the most money is used for salaries and related costs and, contrary to popular opinion even among educators, less than one percent is used for equipment.

During the regular term, 93 percent of the money was used for salaries and related costs, including inservice education. The percentage of money used in this category during the summer term dropped to 88.

When combined for the year, 93 percent of all expenditures were in the salary category. As indicated on the following page, most of this money was used to employ teachers, aides, and tutors who worked directly with children.



Staff Positions

Ninety-three percent of all regular term expenditures and 88 percent of all summer term expenditures were for salaries and related costs. Who were these persons and what services did they provide students? An overview of staff positions for fiscal 1976 provides a general answer to this question.

A total of 3,487 teachers—either full-time or part-time—were employed during the regular term, and 854 worked during the summer. The reason for the high numbers is the emphasis placed on individualized instruction.

Title I teachers are sometimes assisted by aides or tutors, further individualizing the instruction each child receives. In 1976, a total of 2,068 aides and tutors assisted Title I teachers during the regular term. In the summer, 254 served in similar staff positions.

During the regular term, 93 percent of the full-time equivalent positions were filled by teachers, aides, and tutors working directly with children. In the summer—when more supportive staff must be provided through Title I—71 percent of the positions were filled by teachers, aides, and tutors.

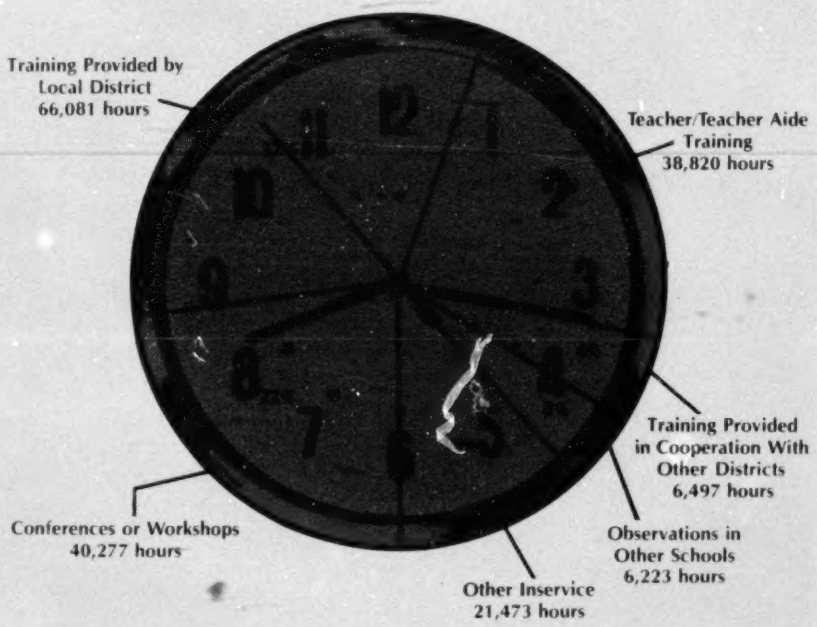
Staff Positions	Regular Term			Summer Term		
	Full-Time	Part-Time	Full-Time Equivalent	Full-Time	Part-Time	Full-Time Equivalent
Teachers	2,684	803	3,140	816	38	838
Teacher aides	1,020	212	1,130	180	5	181
Tutors	93	743	206	69		69
Coordinators	37	174	68	53	6	54
Supervisors	18	28	28	15	7	18
Directors	7	47	21	6	3	8
Psychologists	18	10	22	4	2	5
Social workers	18	7	22	2		2
Counselors	4	12	6	3		3
Speech therapists	4	2	5	4		4
Secretaries	61	186	99	92	18	99
Other supportive	60	250	87	244	43	253
Totals	**4,024**	**2,474**	**4,834**	**1,488**	**122**	**1,534**

Inservice Education

Inservice education is important for Title I staff members. In most instances, training is provided by the local district. In some counties and several multi-county areas, districts work together to provide more comprehensive inservice education.

In fiscal 1976, staff members spent a total of 179,371 hours in some form of inservice education. Of these hours, 81 percent were spent on training provided by local administrators, attendance at conferences or workshops, and involvement in teacher/teacher aide training.

Hours of Inservice Involvement

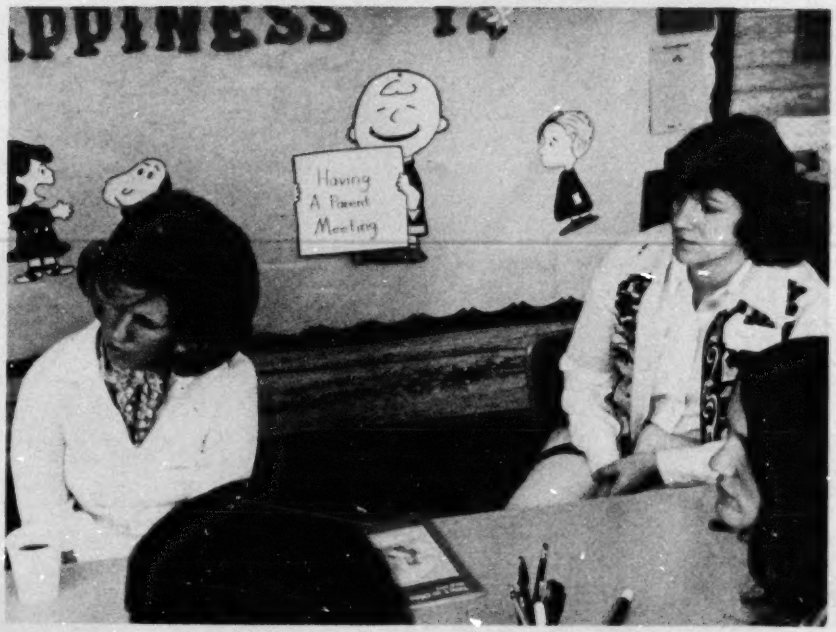

Training Provided by Local District 66,081 hours
Teacher/Teacher Aide Training 38,820 hours
Training Provided in Cooperation With Other Districts 6,497 hours
Observations in Other Schools 6,223 hours
Other Inservice 21,473 hours
Conferences or Workshops 40,277 hours

Parent Involvement

Involvement of parents significantly increases the effectiveness of Title I. Since 1971, a parent advisory council has been an integral part of each Title I program funded in Ohio.

During fiscal 1976, a total of 1,930 district-wide council meetings were held in the 598 school districts receiving Title I funds. Membership totaled 8,490 persons.

Another 3,357 meetings were held at the building level. Membership totaled 16,478.



Council Membership	District-Wide	Building-Level
Parents of Title I participants	6,418	14,745
Staff members	1,465	1,335
Parents of eligible but unserved children	417	255
Community representatives, other interested persons	190	143

Parent involvement extends far beyond advisory council membership. In fiscal 1976, nearly 82,000 parents of Title I participants were involved in one or more ways.

Type of Involvement	Parents
Individual conferences with Title I staff members	78,967
Classroom visits by parents	34,264
Group meetings (in addition to council meetings)	28,249
Home visits by Title I staff members	23,582
Title I planning (non-council members)	12,801

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